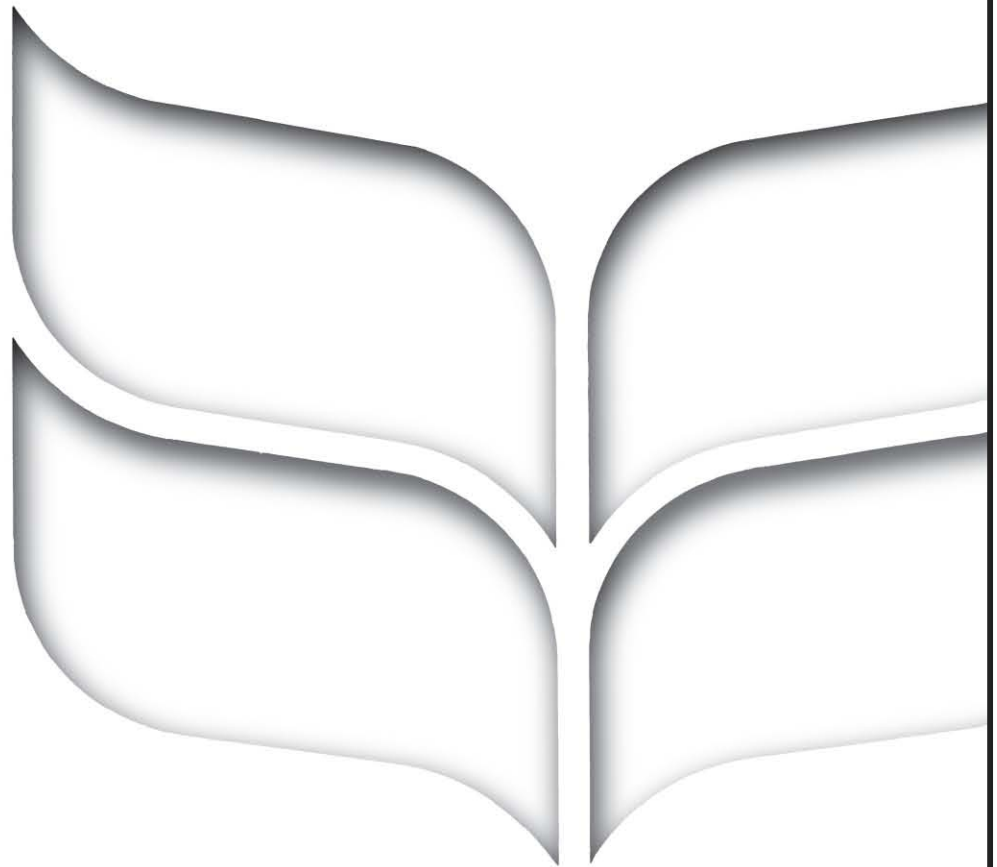


GRINNELL COLLEGE



Student Teaching Handbook



Department of Education

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I. Program Philosophy and Goals

What is the mission of the Teacher Education Program at Grinnell?

Teacher Education Program Mission Statement: Grinnell College aims to educate women and men who can “think clearly”, “speak and write persuasively” and “are prepared in life and work to use their knowledge and their abilities to serve the common good” (<http://www.grinnell.edu/offices/president/missionstatement>). The Education Department at the college achieves this mission by preparing teacher-researchers who can fulfill decision-making and leadership roles in schools and communities. Because we carefully guide students through a program of increasingly demanding research and teaching experiences, our graduates are prepared to act on their informed choices to transform classroom practices to make schooling more equitable, engaging, and accessible to all students. Our courses are guided by the belief that educational leaders must be equipped to provide all students, particularly those whose knowledge and experiences have been denigrated and marginalized, with opportunities to practice the critical thinking skills that will enable them to act as effective and ethical citizens.

Conceptual Framework

The Teacher Education Program at Grinnell strives to prepare teacher leaders who act effectively and ethically in their classrooms, schools and communities and who continue to develop professionally through self-reflection and research on their own practice. The Department's mission is based in the belief that an effective Teacher Education Program should engage students in a carefully planned sequence of teaching and research opportunities that lead to continually more sophisticated pedagogical understanding and teaching performance. Thus, we envision a successful program as framed by four key concepts: excellent teaching, effective leadership, research, and ethical reflection.

Excellent Teaching and Effective Leadership

Students in our Teacher Education Program are expected to construct their pedagogy from a broad understanding of the liberal arts and sciences as well as a thorough knowledge of their chosen disciplines. Our Teacher Education Program regularly

engages students in reflection on their teaching practices by asking them to evaluate others and their performances through national and state standards of effective practice. In the field experiences and teaching practica that precede student teaching, we expect our students to interrogate the theories of teaching they're exposed to in their courses through their observations of how varied approaches work in classrooms. We believe that by disciplining themselves to reflect on the process of teaching, students develop the critical stance necessary to act productively as teachers and to respond ethically to the unique and particular needs of each classroom community. By submitting their practice to scrutiny and self-critique, by continually monitoring and rethinking their teaching, our students not only transform themselves, but also model for their own students a critical and disciplined reflective process. These reflective practices also empower our students to envision themselves as active agents of change, teacher-leaders who develop theories, interrogate their intentions, and test their assumptions in their own classrooms and promote positive change in their schools and beyond.

Research

Our intent is to prepare teachers who have a firm grounding in educational research and theory and who use that knowledge to inform their practice. Students are guided in and held accountable for demonstrating the ways in which research and theory can inform practice, the ways in which those sources are limited as guides to practice, and the ways in which practice can, in turn, inform research and theory. Beginning with early field experiences, students hone observation and analysis skills. In their short teaching practica before student teaching, they reflect on their own practice and analyze student performances to evaluate their teaching effectiveness. Their preparation as researchers culminates with an action research project completed during student teaching. We believe these experiences prepare students to be teachers who effectively research their own practices.

Ethical Reflection

Practicing the skills of critical and ethical reflection drives our goals for the personal development of each student. The student's experience should be grounded in an investigation of the social and cultural forces that affect and are affected by education. Ethical reflection also recognizes the importance of individual and collective identities in teaching and learning. The Department of Education is committed to multicultural/nonsexist education and to preparing teachers whose practices will embody this commitment. Teachers at all levels play a critical role in shaping social and power relations within, and, ultimately, beyond their classrooms. We want our students to take this role seriously and to work to promote equity in their classrooms when they become teachers. The Teacher Education Program not only promotes our students' understanding of issues of race, class, and gender through a course designed specifically for that purpose, but it also infuses these issues, including the role each plays in enabling and constraining educational experiences, throughout our curriculum. It is important for our students to understand the partial

perspectives they each bring to the teaching act and to examine the source of those perspectives. Well-prepared teachers critically examine their own assumptions and work to create democratic classrooms.

The Role of Student Teaching

Student teaching is the culminating experience in a student's preparation to become a teacher. However, we expect that our program graduates will never finish developing and growing as teachers so it is also a beginning.

It is inevitable that the necessary tasks of lesson preparation, paper grading, meetings, and interaction with students and colleagues will consume much of the student teacher's time and energy, but we believe that teaching is much more than the day to day doing of what needs to be done. Specifically, we believe that good teachers possess the attitudes, habits, and skills described in our philosophy statement in the previous section

In student teaching it is important to continue to work on these goals and be intentional in the use of previously learned knowledge, theory, and strategies. However, this will not happen automatically. Since these skills are still very new, they need to be practiced consciously. The purpose of the seminar that accompanies student teaching and of the action research project is to provide a vehicle for systematic practice of our program goals and the program standards they encompass. We firmly believe that good teachers use such proficiencies daily to inform their practice.

II. Preparation for Student Teaching

The Student Teacher

Schedule

The schedule for student teaching will follow the calendar of the school where the student teacher is placed, rather than the college calendar. Public schools often observe national holidays that the college does not. Student teachers will attend all in-service meetings required of teachers prior to the first day of school and will begin student teaching on the first day of school, although much of the first week may be spent observing the cooperating teacher. The precise date for starting will differ with

school districts, but student teachers should expect it to be as early as the third week of August. Student teachers should plan their Grinnell living arrangements and summer plans accordingly.

Work during Student Teaching

Student teaching is a full time job. The expectations are the same for student teachers as for teachers in terms of a forty-hour workweek with additional meetings after school and frequent lesson planning and paper checking in the evenings. Student teachers should expect that planning would take much more time during student teaching and the first year of a job than it will in subsequent years. We recommend that students not plan to hold down a second job during student teaching. Students who want financial assistance will receive small stipends to help with living expenses and mileage. In addition, students on financial aid can continue to have a small loan for living expenses. The department encourages students to use a combination of scholarships and loans rather than income from a second job. Students who feel they must work should talk with their education advisor about preparation they can arrange to do in the summer to ease the burden of holding a second job.

Attire

For many students, student teaching is their first “real” full time job as a professional rather than a student. Summer is a good time for students to examine their wardrobes to make sure that they have the clothes they need. It isn’t necessary to have new or stylish clothing, but neither the typical college attire of jeans and a sweatshirt nor a disregard for the state of repair of the clothing is acceptable. Student teachers need to demonstrate their respect for school norms and their understanding that appearance is important to the students, parents, principals, and visitors.

Other Preparation

Contact your Cooperating Teacher in the spring semester. Call and make arrangements to meet before you leave Grinnell for the summer. Find out what texts you will be using and identify some of the units you will be teaching.

During the summer, reading in the areas in which you will be teaching would be helpful. Department faculty can provide lists of young adult or American literature. For other subject areas, try to read potential resources for units you will teach. Those preparing to teach at the elementary level should read children’s literature in a variety of genres.

Second Performance Assessment Conference

You must have your second performance assessment conference before you begin student teaching. At that time, you must address the following standards: T4, T6, T7, T12, T14, ER4, ER8, ER9, ER11, and L1 and any not passed at the first conference.

You must pass at least 80 percent of these standards and any not passed at your first conference.

Action Research Project

All students must complete an Action Research Project and give a public presentation of that work before they can be recommended for licensure. This type of research on one's own practice is the model of professional development adopted by the state of Iowa and many other states. The evidence presented in the Action Research Project is also good preparation for similar evidence required by No Child Left Behind and for National Board Certification.

If you want to begin on your project during the summer, you could be thinking of some of your important teaching goals and what student work would provide evidence of your effectiveness in meeting them. You could also identify some relevant research or theory that informs your goals and would help you analyze your results.

Fall Workshop for Student and Cooperating Teachers

There will be a workshop for cooperating teachers and student teachers some time in late August where the college supervisors will explain Grinnell's program and procedures and answer questions. Experienced as well as novice cooperating teachers are encouraged to attend as it helps to have as many perspectives as possible, and teachers who have had a student teacher are the best source of suggestions.

III. Responsibilities

The Student Teacher

Student teaching is an important time in the development of a teacher. In the Department of Education at Grinnell College we who supervise student teachers want to provide them and their cooperating teacher with the necessary support during this exciting but sometimes exhausting time. We want students to view student teaching as an entry to the profession, not a college course. This new profession includes a number of responsibilities, and the extent to which students take them seriously will contribute to a positive student teaching experience. Student teachers should understand that all responsibilities and policies that apply to regularly employed teachers apply to them as well.

It is the responsibility of the student teacher to:

- Plan lessons consistent with principles learned in education courses. Confer with the cooperating teacher about proposed plans allowing for sufficient time to make suggested revisions.
- Abide by school policy on arrival and departure times for teachers. Facilitate communication with the cooperating teacher by keeping similar hours to those of the cooperating teacher.
- Inform the cooperating teacher about any illness as soon as possible if missing a day of school is unavoidable. No excuses other than those that would be accepted for regularly employed teachers are valid reasons for missing school. Student teachers who have an illness lasting more than a day or two will need to make up those days by extending their student teaching period. When a student teacher does miss school, he/she is responsible for providing lesson plans for the substitute even if the substitute will be the cooperating teacher. Leaving lesson plans in a predetermined place in the classroom and outlining lessons a week ahead of time are helpful habits to develop.
- Know all the rules and responsibilities spelled out in the school district's handbook.
- Participate in all the meetings and activities in which the cooperating teacher participates with the exception of coaching. Attend teachers' meetings, parent-teacher conferences, staffings, and in-service and committee meetings unless the cooperating teacher or principal advise against it. Assist with extra-class responsibilities such as lunch, study hall, and other routine duties assigned to the cooperating teacher, after school clubs, and performances.
- Know the school's policies and procedures for grading, pupil tardiness, absences, misbehavior, sports eligibility, etc.
- Keep the cooperating teacher informed about any unusual incidents that happen when he/she is out of the room.
- Understand that while student teachers will be expected to do the lesson planning and teaching as if they were the classroom teacher, the class/courses are still officially those of the cooperating teacher. Anything student teachers do must have the approval of their cooperating teachers who are ultimately responsible for their classes. The cooperating teacher has not only the right but the obligation, to make decisions that they believe are in the best interests of the students. Student teachers usually have a lot of freedom and flexibility, but any decisions the classroom teacher makes will be final.

- Observe other professionals as appropriate and at times when it doesn't conflict with student teaching duties.
- Meet in a weekly seminar with the college supervisor and fellow student teachers to share common problems and help one another with suggestions. Typically the seminar meets on Thursday evenings.

The Cooperating Teacher

A student teacher's most significant mentor is his or her cooperating teacher. In the Department of Education at Grinnell College, we take seriously the role cooperating teachers play in shaping the educators our students will someday become. We appreciate the commitment cooperating teachers make to our students' education and are respectful of the rapport they establish together. Should a cooperating teacher wish to modify any of the responsibilities listed below, they are free to do so. Our goal has been to provide guidelines rather than rules. We welcome questions and comments at any time.

It is the responsibility of the cooperating teacher to:

- Explain to the student teacher the beliefs that underlie his or her classroom teaching practices, including those related to student learning and classroom management.
- Provide a plan for gradually assuming classroom responsibilities (see pages 9-11) that will allow the student teacher to observe whole-class instruction and work with individual and/or small groups of pupils before assuming responsibility for teaching the entire class.
- Explain to his or her pupils the role the student teacher will play in the classroom and help facilitate the student teacher's transition to lead teacher.
- Inform the student teacher about the school site including the following information: location of materials and supplies, copy machine, and space for personal belongings; procedures for leaving and entering the building, duplicating materials, and acquiring audio-visual equipment; use of media center; and times of daily and alternate class schedules, and bus schedules.
- Introduce the student teacher to school personnel, clarifying the role each individual plays at the school. Familiarize the student teacher with procedures for interacting with school personnel (e.g. scheduling appointments with the counselor).
- Inform the student teacher of his or her duties beyond the classroom such as monitoring recess, lunchroom, study hall, or detention.

- Inform the student teacher of any preferred lesson-plan format and deadlines for reviewing lesson plans.
- Provide informal feedback to the student teacher, as appropriate.
- Observe and provide weekly, written and structured feedback to the student teacher. In the packet of materials provided for cooperating teachers, we have included a variety of forms and suggestions for structuring the written feedback. Most of the forms involve tallies or recording of specific teaching behaviors. One form is based on the Iowa teaching standards and it is required by law that it be used at least once. The cooperating teacher and student teacher are free to decide together which forms should be used at which times or to develop their own forms. Student teachers will need these for their structured reflection. We suggest that cooperating teachers make it a point to complete a structured observation before the seminar meets each week so that student teachers can bring the information to seminar for discussion. The structured feedback is a critical part of our performance assessment of student teachers, and it also provides the student teacher with the opportunity to reread the comments.
- Formally evaluate the student teacher at the end of six weeks and again at the end of thirteen weeks. For reference a copy of the evaluation form is provided in Appendix C. We will provide separate copies (electronic or hard copy) of the forms to use for the actual evaluation. At the end of six and thirteen weeks the college supervisor will set up a conference for the student teacher, cooperating teacher, and college supervisor to discuss the evaluations, identify strengths and set goals for the future. At the mid-student teaching conference the student's strengths will be identified, and goals will be set for the second half of student teaching. The final conference will review the entire student teaching experience and progress made on the goals set during the mid-student teaching conference.

The College Supervisor

The college supervisor's most important role is to foster a student teacher/cooperating teacher relationship that encourages the student teacher to develop as a professional. We value the cooperating teacher as a fellow professional with a powerful and integral part to play in the student teacher's development and look forward to developing a collegial relationship with the cooperating teacher.

It is the responsibility of the college supervisor to:

- Maintain open communication between the college and the school administration, providing the administration with pertinent information about the college's education program.
- Keep the cooperating teacher informed about the education department's expectations of student teachers.
- Observe the student teacher for a full teaching period a minimum of ten times during the teaching practicum. As soon as possible after each observation, the supervising teacher will meet with the student teacher and discuss the lesson, providing written comments on perceived strengths and weaknesses of the lesson. Student teachers will also be encouraged to make a written response to the evaluation. The supervising teacher will give the cooperating teacher a copy of the completed evaluation; a second copy will be placed in the student's file.
- Conduct two formal evaluation conferences, one after the sixth week and one after the thirteenth week. The college supervisor, the cooperating teacher, and the student teacher will attend these conferences.
- Lead a weekly seminar with an agenda based on issues raised by the students, the cooperating teachers, and the college supervisors.
- Confer frequently with the cooperating teacher to determine how the cooperating teacher perceives the student teacher's performance and to address any problems or concerns the cooperating teacher may have.
- Provide the cooperating teacher with office and home phone numbers.
- Assign a grade for the student teacher after conferring with the cooperating teacher.

IV. Schedule & Tasks

Schedule

Iowa law requires that student teaching must be at least a fourteen-week practicum during which student teachers are expected to be in the school all day, every day, regardless of their official responsibilities.

Visits Prior to Student Teaching

Student teachers are expected to attend all in-service days prior to the beginning of school and begin student teaching the first day of school. However, during the first week much of the time will be spent observing and assisting the cooperating teacher.

Sequence for Student Teaching

The purpose of student teaching is to provide a safe and supervised environment in which the student teacher slowly assumes more and more teaching duties until he/she is responsible for the entire day. We would like student teachers to teach full days for 4-5 weeks, if possible, so that they get a real feel for what teaching is like and experience the classroom after the effects of being new have worn off. We do want to ease students in gradually, but we also believe that student teachers will benefit from having as much experience as possible. Student teachers are placed in a variety of settings and sometimes with more than one teacher. No fixed schedule could meet the needs of all student teachers or all the different circumstances that they will encounter. The schedule below is a suggestion and provides an outline of activities. We expect that the student teacher and cooperating teacher will use this framework to develop a schedule that will meet their needs and circumstances. They should then discuss that schedule with the supervising teacher.

Sample Schedule

Week 1: The first few days/week the student teacher may:

- a. Work with individual students or small groups
- b. Have some opportunity to address the whole class for at least part of a class period (talk to the class about his/her upcoming role, give directions for an activity, read out loud, lead a routine review session, etc.)
- c. Assist the cooperating teacher in any way that is requested
- d. Visit other classrooms to see how other teachers begin the year.

Week 2: The second week the student teacher may:

- a. Continue the activities initiated in the first week.
- b. Assume responsibility for the planning and teaching of at least one class or subject.
- c. Spend some time talking to the class about classroom management issues (rules, procedures, etc.) as a teacher would at the beginning of the year.

Week 3: Assume responsibility for the planning and teaching in two or more classes or subjects.

Weeks 4-13: Between the fourth and thirteenth week, the student should gradually assume more responsibility until he/she is responsible for the entire day. Student teachers should have the full responsibility for all the cooperating teacher's classes and duties for 4-5 weeks. No student teacher should ever have a load, which is greater than full time, nor should a student teacher have more subjects to teach than the cooperating teacher without compensating preparation time.

Week 14: During the fourteenth week, the student teacher should return to observing for some lessons. At this time students may again want to observe other classrooms.

Tasks and Observation during the First Week of Student Teaching

1. Learn the students' names.
2. Investigate and make notes on the socio-economic and cultural make-up of the classroom, school, and neighborhood. Include information about individual students when such information may help to improve instruction.
3. Meet the following personnel: principal, vice/associate principal(s), counselors, secretaries, and nurse.
4. Become familiar with the school's disciplinary procedures and find out how the discipline policies work in the building.
5. Visit the media center, meet the media specialist and evaluate holdings, including videotapes, CDs, computer programs, and other technologies.
6. Locate school copiers and supplies and learn the policies for acquiring supplies and for making copies. (Many schools require at least one day's time to make copies.)
7. Find out what other supplies are readily available, the procedures for using and replacing them, and determine what extra supplies might be needed for teaching.

8. Identify students who receive special help and work with the cooperating teacher and special education personnel to develop strategies for modifying instruction to meet their needs.
9. Establish a timetable for picking up classes and determining what the first teaching topics will be.
10. Get progressively more involved with students, by working one on one, then in small groups, and finally teaching a part of a day's lesson.
11. Observe in other classrooms.

V. Evaluation of Student Teaching

The Education Department believes that evaluation of student teachers should be collaborative, with the student teacher, the cooperating teacher, and the college supervisor contributing to the process. Student teachers are invited to be part of the evaluation process during both informal and formal assessments so that they may reflect on their current practice and set goals for future practice. From our point of view, the purpose of evaluation is developmental. We'd like our students to understand their teaching strengths and weaknesses and feel supported as they learn strategies to help them grow in their new roles as teachers. To this end, we follow the evaluation procedures listed below and require that student teachers give final presentations in which they demonstrate their teaching and research ability.

Procedures

The college supervisor will observe the student teacher for a full teaching period a minimum of ten times during the teaching practicum. Soon after each observation, the college supervisor will meet with the student teacher and discuss the lesson, beginning each discussion by asking the student teacher to reflect on the strengths and weaknesses of the lesson from his or her point of view. The college supervisor will provide written comments on perceived strengths and weaknesses of the lesson, a copy of which is placed in the student's file. Cooperating teachers are included in these conferences whenever possible and are given a copy of the written comments from the college supervisor.

The cooperating teacher provides weekly written structured feedback to the student teacher. In addition, cooperating teachers provide ongoing informal oral feedback on all aspects of teaching. State law requires that once during student teaching the

cooperating teacher use a form based on the Iowa teaching standards for K-12 teachers. That feedback will be only for the student teacher's personal use.

The cooperating teacher will complete two formal evaluations, one at the sixth week and one at the thirteenth week using a form that is based on the Iowa Department of Education performance assessment standards. The student teacher, cooperating teacher, and college supervisor will subsequently have a joint conference where they will discuss the student teacher's goals. (A sample form is in Appendix C; cooperating teachers will be provided with forms to use.) We believe that student teachers learn most from the written comments about their strengths and weaknesses as they develop as teachers. The purpose of the numerical rating scale on the form is to help everyone involved understand the criteria for evaluation. Student teachers will have access to the cooperating teacher's completed evaluation forms before they are placed in the student teacher's file. Many times, cooperating teachers choose to share and discuss their evaluations with their student teachers prior to the three-way conference.

At the end of the semester, the college supervisor is responsible for assigning a grade for the student teacher after conferring with the cooperating teacher about the student teacher's performance. This grade will also include an assessment of the student teacher's weekly participation in the student teaching seminar.

An additional requirement for licensure from our program is completion of an action research project which must be presented to a public audience. The action research project can also be used to meet any performance standards the student teacher has not previously met. Students must complete the project in order to be recommended for licensure from our program. They must also have a third performance assessment conference and pass all of the remaining standards.

Iowa State Department of Education Competency Requirements for Students in Practitioner Preparation Programs

The Iowa State Department of Education expects students who earn licensure from Iowa teacher preparation programs to demonstrate competency in the areas listed below. All ten competencies are covered in the four areas of Grinnell's Teacher Education Program: 1) Teaching, 2) Research, 3) Ethical Reflection, and 4) Teaching Leadership.

- A. Student Learning:** The practitioner understands how students learn and develop, and provides learning opportunities that support intellectual, career, social and personal development.

- B. Diverse Learners:** The practitioner understands how students differ in their approaches to learning and creates instructional opportunities that are equitable and are adaptable to diverse learners.

- C. Instructional Planning:** The practitioner plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- D. Instructional Strategies:** The practitioner understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- E. Learning Environment:** The practitioner uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- F. Communication:** The practitioner understands and uses formal and informal assessment strategies to evaluate the continuous intellectual, social and physical development of the learner.
- G. Assessment:** The practitioner understands and uses formal and informal assessment strategies to evaluate the continuous intellectual, social and physical development of the learner.
- H. Reflection and Professional Development:** The practitioner continually evaluates the effects of his/her choices and actions on students, parents, and other professionals in the learning community, and actively seeks opportunities to grow professionally.
- I. Collaboration, Ethics and Relationships:** The practitioner fosters relationships with parents, school colleagues, and organizations in the larger community to support students' learning and development.
- J. Technology Applied to Instruction:** The practitioner uses appropriate technology in the planning, delivery and assessment of instruction, and for communication.

VI. Policies and Relevant Law

Criteria for Cooperating Teachers

The cooperating teachers with whom we work all have at least three years experience and hold better than a provisional license. The building principal and/or the district's

personnel director have recommended all of our cooperating teachers. Finally, all have volunteered to work with our students.

Criteria for Student Teachers

Students applying for admission to student teaching must meet specific criteria that are listed on the application to student teaching. These criteria and the means by which they can be demonstrated are as follows:

- 1) The ability to work constructively with students of the age for which licensure is sought to be demonstrated by the submission of the time sheet and evaluation forms from field experiences and by the recommendation of a supervisor of any relevant volunteer work or employment,
- 2) Sufficient mastery of the discipline(s) for which licensure is sought. This is typically demonstrated by a minimum grade point average of B- in the student's major and a recommendation from a faculty member in the student's major department,
- 3) A strong liberal arts education background as demonstrated by a 2.5 grade point average overall and a course distribution including at least one course in mathematics, biological science, physical science, American history and the humanities,
- 4) Basic knowledge of educational theory, history, research and practice as demonstrated by a grade of C or better in all of the four core education courses and passing standards,
- 5) Elementary skills in preparing and teaching lessons as demonstrated by a grade of C or better in the required methods courses and passing relevant standards,
- 6) Good communication skills and the ability to establish constructive relationships as demonstrated by the field experience evaluations and observations by education faculty,
- 7) The ability to reflect on educational practice as demonstrated by a piece of writing or a project that the student submits as an example of his or her critical and disciplined reflection.

College-School District Contracts

When a student is placed at a school, the school and Grinnell College engage in a contractual agreement that provides the student with the same liability protection

afforded teachers and other staff. The contract also states that student teachers will be subject to the rules and regulations binding all faculty, and that they will abide by a teacher's professional code of ethics.

Extension and Termination of Student Teaching

Although it is very unlikely that such a situation would arise, if both the cooperating and supervising teacher recommend it, a student teacher will be apprised of concerns that he or she may not be progressing at a rate to allow for successful completion of the student teaching experience, or that the student may be conducting him or herself in ways that cause serious concern. When it has been determined that a serious concern exists, the student teacher, the cooperating teacher, the principal of the school, the college supervisor and the Dean of the College will be notified that a possibility for termination exists. If at all possible at that point, a remediation plan will be developed through collaboration with the student teacher, the college supervisor, and the cooperating teacher to identify areas of needed improvement and to develop strategies for making these improvements. A written plan will be developed from this collaboration and a copy of the plan will be given to the student teacher, the cooperating teacher, the college supervisor, the principal of the school, and the Dean of the College. The written plan will include the following: identified areas of needed improvement, specific strategies to implement, specific outcomes desired and persons responsible for validating they have occurred, a timeline, consequences of not completing the plan adequately, and the date and signature of the student teacher, cooperating teacher, and college supervisor. In extreme cases, such a plan could involve a change in student teaching assignment and/or an extension of the student teaching experience. If the student teacher's rate of progress remains unsatisfactory, the student teaching assignment will be terminated. When a termination decision is made, the student teacher will have a conference with the college supervisor in which he or she may be counseled on career choices and counseling options. At this conference, the student teacher and the college supervisor may also discuss the option for re-entering the program and establish terms for when re-entry might be possible. Appeals of the decision to terminate should be made in writing within seven days of receiving written notification of the termination decision. Appeals may be made on grounds that new information is available or that proper procedures were not followed, and the appeal should be directed to the Executive Council through the chair of the education department.

VII. Getting a Job

Licensure

After a student has completed student teaching and the research presentation, the Chair of the Education Department, in consultation with the college supervisor, will review the student's performance and decide on a recommendation for licensure. All recommended students must then complete an application form, which is available from the academic support office in Steiner Hall. The form is a short single-page document on which the student indicates the endorsement(s) being applied for. Students should give the completed form and a money order or check to the academic support personnel. (Students should have previously sent in their fingerprints for an FBI check. Cards are provided for this purpose and are available in the academic support office of Steiner Hall.) Students should also request an official transcript be sent to the Education Department. As soon as semester grade reports are completed (some time in early January) we will send the application to the Iowa Department of Education. A student should receive the license four to six weeks. In the meantime, students may still apply for jobs and explain that they have completed Grinnell College's program and have been recommended for licensure. Employers can check the Department of Education website to verify that this is true even though the student has not received the licensure certificate.

In Iowa, a new graduate applies for a Provisional License, which is the license always given to new teachers. To officials in states other than Iowa, "provisional" may imply that the student has not met all the requirements. Please note, this is not the case in Iowa. Consequently, students may have to explain to prospective employers the special connotation of the "provisional" license in Iowa. The provisional license is valid for two years. If one teaches within those two years and has a positive review by the principal, a person may apply for professional license.

Students will also need a license to substitute teach, and they will need to have a physical and complete other typical employment requirements. In Iowa, these include training in the mandatory reporter law for child abuse, the right-to-know law concerning potentially harmful substances, and the procedures to prevent illness due to blood-borne pathogens.

Creating a Credential File

Late in a student's senior year or in the early part of the student-teaching semester, he or she should visit the Career Development Office (CDO) and establish a credential file. Before a student can create a credential file, he or she must view a short video explaining credentialing procedures, so the first visit will require about a half hour. After the student has seen the video, he or she will receive a packet that provides detailed information about applying for a job. Applying for a job involves having a copy of one's credential file sent to a prospective employer. A credential file usually contains a student's resume, recommendations, and a statement of one's philosophy of teaching. A credential file should probably not include more than three letters of recommendation, but one can replace "old" letters of recommendation with more current ones as a person gains job experience. For a beginning teacher's purposes, though, one of these recommendation forms should come from the cooperating teacher and one should come from the college supervisor. The third could come from a student's major adviser, an employer, the building principal, or some other significant person in a person's working life who knows one's capabilities and who can attest to the applicant's job skills.

At the top of the form, students are given the option of checking "closed" or "open" on these letters of recommendation. If one checks the "closed" option, he or she will not see the letter of recommendation, and any potential employers will know that the applicant has not read the letter. If one checks the "open" box, the recommending person and the potential employer will know that the applicant has access to the letter. One should be very certain to sign these forms, regardless of which option is selected. Any letters left unsigned by the applicant will be considered open. In addition to two or three letters of recommendation, a file will contain a resume or curriculum vitae. Students can work with the CDO personnel to create their resume, and we would also be happy to help students with any questions they have about formatting or content. (A sample resume is included as Appendix B.)

The teaching evaluations students receive at midterm and end of the semester from the cooperating teacher and college supervisor are not included in the credential file; we keep them on file in the education office for our reference. We will send copies of the final evaluation if it is required by the employer where a student applies for a job. Applicants will probably be required to send an official school transcript as well, but they should be aware that these transcripts are not a part of the credential file. Finally, for each position, the applicant will write a letter of application. The CDO will help students with these letters, and we will also be happy to give suggestions or to read letters. The CDO also offers a mock interview experience and other services that students would do well to investigate.

Locating Openings

Once students have completed the student teaching semester and established a credential file, they are ready to begin a job search. Many students seek positions as substitute teachers during the spring following student teaching. This is an excellent way to gain valuable experience and make contacts that may later help in a job search. The principals and teachers in the school or schools where the prospective teacher works as a substitute will become familiar with the quality of the individual's work, a factor that may make a positive difference should a job open in the district. Principals might also be able to notify the prospective teachers about openings in other districts or to recommend them for positions.

While substitute teaching can serve as one component of a job search, students will want to use one or more of the following strategies for locating a job as well:

Career Development Office

The campus CDO has a file containing copies of the *Iowa Teacher Vacancy Newsletter*, a document published weekly by the University of Northern Iowa Placement and Career Services. This newsletter lists many teaching jobs available in Iowa and in other parts of the country. Also at the CDO, teaching positions are listed under the heading "Teaching" in a file bin labeled "Jobs." Resource books containing complete listings of public and private elementary and secondary schools in the United States are available as well.

Placement Services

Many university educational placement offices regularly notify teacher candidates of job openings nationwide. Candidates not affiliated with the university often can enroll in the service for a reasonable annual fee (usually ten to twenty dollars).

Advertisements

Teaching positions are advertised in several ways: in newspapers (especially Sunday editions of local and metropolitan papers) and educational journals such as *Education Week*; on bulletin boards at college education departments and at school district administrative centers; and, more recently, on the World Wide Web. Many state Departments of Education have websites that list job openings in the state.

Internet Sources

In addition to the free sites available through state departments of education, you can search the web for commercial job-finding networks using any search engine, such as Yahoo. Because they charge a fee to schools and to those who want to post their resume on the site, these sites may keep more up-to-date listings than the state-sponsored sites. One example of such a network is the Academic Employment Network.

An Agreement for Cooperation in Student Teaching

Academic Year 20xx – 20xx

This agreement entered into by and between Grinnell College and _____
Community School District (hereinafter referred to as the "cooperating school
system), in accordance with the following:

WHEREAS, Section 272.27, Code of Iowa, provides:

Whenever the conditions prescribed by the board of education examiners for issuance of any type of class or certificate provide that the applicant shall have completed work in student teaching it shall be lawful for any accredited college or university located within the state of Iowa and states conterminous with Iowa and offering a program or programs of teacher education approved by said board of educational examiners of Iowa or states conterminous with Iowa to enter into a written contract with any approved school district or private school, under such terms and conditions as may be agreed upon by such contracting parties. Students actually engaged under the terms of such contract, shall be entitled to the same protection, under the provisions of Section 613A.8, as is afforded by said section to officers and employees of the school district, during the time they are so assigned.

1.0 Scope of Agreement.

1.1 This agreement shall set forth procedures: for the placement of student teachers, for the change or termination of student teaching assignments, for College supervision of student teachers, for the status and legal protection of student teachers, and for the remuneration to cooperating school systems.

2.0 Placement of Student Teachers.

2.1 The placement of student teachers will be accomplished on a cooperative basis involving both Grinnell College and the cooperating school system.

2.2 Placement shall be initiated by the Supervisor of Student Teaching through application from each student teacher, setting out his/her background and the type of assignment appropriate for his/her certification needs.

2.3 The request for placement may be accompanied by the names of suggested cooperating teachers.

2.4 Grinnell College reserves the right to decline the services of any given cooperating teacher; however, said decisions shall not be based on race, creed, color, sex, national origin, disability, age, veteran status or sexual orientation.

2.5 The cooperating school system reserves the right to refuse placement of any given student teacher, however, said decisions shall not be based on race, creed, color, sex, national origin, disability, age, veteran status or sexual orientation.

3.0 Termination or Change of Assignment.

3.1 The College Supervisor of Student Teaching or the School District may terminate or change assignments of any student teacher. Prior to doing so, the Supervisor shall make reasonable efforts to consult with all parties concerned regarding reasons for the termination or change in assignment.

4.0 Supervision of Student Teachers.

4.1 Members of the College faculty will serve as supervisors of the student teaching program in conjunction with the cooperating teachers who guide, direct, and assist in the evaluation of the student.

4.2 The student teacher shall be subject to the rules and regulations of the cooperating school and to those established by the Supervisor of Student Teaching as well as the Code of Ethics of the profession.

5.0 Status and Legal Protection of Student Teachers.

5.1 Student teachers will have status and authority in accordance with Section 272.27, Code of Iowa.

5.2 Students actually engaged under the terms of this contract shall be entitled to the same protection under provisions of Section 613A.8, Code of Iowa, as is afforded by said section to officers and employees of the school district, during the time they are so assigned.

6.0 Remuneration to Cooperating School Systems.

6.1 Grinnell College agrees to remunerate the cooperating teacher or school system as follows:

[Sample Resume]

LISA WILSON

Permanent Address:
1326 East Fifth Street
Noble, CA 93664
(705) 242-6879

College Address:
P.O. Box 1245
Grinnell College
Grinnell, IA 50112
(641) 269-1234
wilson@grinnell.edu

Education

Grinnell College, Elementary (K-6) Certification Program, December 2005
Grinnell's Teacher Education Program requires one semester of post-graduate student teaching that includes a weekly seminar.
Grinnell College, Grinnell, IA. Bachelor of Arts in English, May 2005.

Volunteer Experience

Best Buddies Program. Volunteered for three years as a special friend to an "at-risk" girl during her third, fourth, and fifth grade years. Met with her once a week to do recreational activities or just talk. 2001-2004.

Employment Experience

Camp Renoia, Belegrade Lakes, Minnesota. Counselor to a cabin of 7-8 year old girls. Taught canoeing and sailing to all age levels. Summer 2004, 2005.

Grinnell College. Tour guide for Admission Office. Chosen by faculty recommendation to represent the college to the public, mostly to prospective students and their parents. Received two day training in public relations. Job involved being knowledgeable about the campus and being friendly and helpful to a wide variety of people. 2002-2003.

Other Experience

Semester-Abroad Program in Costa Rica. Took Spanish language classes and worked and did research in an urban day care center for workers at a large food processing plant. Fall 2003.

GRINNELL COLLEGE
DEPARTMENT OF EDUCATION
Evaluation of Student Teacher Performance

Name of Student Teacher _____ Evaluator _____

School _____ Date _____ Grade Level/Subject _____

(Directions: Viewing the numbers as a continuum, mark an “x” at the place you believe represents the student’s overall level of performance. Comments can address specific descriptors all along the continuum.

A. **Student Learning** The practitioner understands how students learn and develop and provides learning opportunities that support intellectual, career, social and personal development.

Developmentally Appropriate Instruction

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
-Provides learning opportunities that frequently are too complex, without adequate support or scaffolding, or are otherwise developmentally inappropriate. -Directions are incomplete or confusing. -Fails to consider the whole child by focusing on one area of development to the exclusion of others.	-Provides learning opportunities usually appropriate for students. -Directions detail the essentials but could be improved by more modes of presentation or more modeling of expectations. -Considers most areas of development but may ignore some.			-Provides learning opportunities based on good understanding of how students learn and develop. -Provides directions appropriate to developmental level. -Considers the development of the whole child, including intellectual, social, career and personal development.

Comments:

B. **Diverse Learners** The practitioner understands how students differ in their approaches to learning and creates instructional opportunities that are equitable and are adaptable to diverse learners.

Intercultural Nonsexist Education

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
-Rarely makes plans that consider diversity. Is anxious about and avoids equitable teaching strategies. Avoids dealing with diversity issues or approaches diversity superficially.	-Implements plans that value diversity, but only when connections are obvious or there is a perceived need. Occasionally uses equitable teaching strategies or considers issues of diversity in design of activities.			-Proactively implements plans that value diversity. Promotes equity through critical consideration of factors such as religion, social class, gender, race/ethnicity, sexuality and physical ableness, and uses equitable teaching strategies.

Comments:

Individual Student Differences

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
-Does not differentiate instruction when appropriate. -Expects special education, ELP, and Title I teachers as well as other consultants to meet all needs of student, and does not consult with them to plan instruction for the regular classroom.	-Considers the needs of individual students, but has some difficulty differentiating instruction for both gifted and special needs students. -Occasionally collaborates with special education, ELP and Title I teachers as well as other consultants to design instruction.			-Implements plans that differentiate instruction for exceptional and gifted students. -Seeks out and consistently collaborates with special education, ELP and Title I teachers as well as other consultants to design instruction.
Comments				

C. **Instructional Planning** The practitioner plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
National/Professional Standards

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
-Plans instruction with conceptual or terminology errors and too often fails to be consistent with national/professional curricular standards.	-Plans lessons that usually demonstrate understanding of concepts and use of correct terminology. Needs to be more consistent in addressing national/professional curricular standards.			-Plans lessons based on sound subject matter knowledge, employs correct terminology, and demonstrates understanding of national/professional curricular standards.
Comments:				

Local/District Standards

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
-Plans instruction with tenuous connections to objectives. Makes no effort to connect to students' experiences, or to district curricular standards or community expectations.	-Plans instruction that is usually directed at objectives but sometimes lessons or practice mislead students about what is important. Lessons may lack relevance to district curricular standards or connection to students' lives.			-Plans instruction clearly directed at objectives, plans activities derived from district curricular standards and community expectations and considers student interest and experience.
Comments:				

Use of Assessment

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
-Plans instruction that is not based on ongoing informal and formal student assessment. Either fails to use formative and summative assessment or uses them ineffectively.	-Plans instruction that is usually based on ongoing informal and formal student assessment, but effective adjustments are not made consistently. Sometimes effectively uses formative and summative assessment.			-Plans instruction that is consistently based on ongoing informal and formal student assessment and readily alters plans or assignments in response to student learning. Uses formative and summative assessment appropriately.
Comments:				

Priority Setting and Flexibility

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
-Fails to plan flexibly or to set priorities in planning. Plans too much or too little in time allotted and has no alternatives if lesson does not go as predicted.	-Usually demonstrates flexibility and priority setting in planning, but sometimes plans too little or too much or fails to prepare for alternatives if lesson does not go as predicted.			-Consistently plans flexible instruction with clear priorities. Time allotment for activities is appropriate and plans are adaptable to class needs.
Comments:				

D. **Instructional Strategies** The practitioner understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Instructional Variety

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
-Focuses on one or two approaches or seems to employ a “scattershot” approach to variety. -Shows little consideration of connection between choice of instructional approaches and goals and objectives. -Design of certain activities or approaches is poor.	-Uses a creative mix of approaches but sometimes shows lack of consideration of connection between approach and goals or objectives for lesson. -Shows weakness in one or two areas of designing and implementing instructional approaches.			-Effectively employs a creative mix of approaches, including discussion, direct instruction, hands-on/constructivist lessons, cooperative learning, inductive lessons, and large and small group instruction.
Comments:				

Questioning

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
-Uses little or no variation in questioning. Questions are either all low or all high level. Appears to give little consideration of instructional purpose in forming questions. -Seldom provides appropriate responses to student's comments.	-Uses too little variation in questioning or occasionally appears to fail to consider instructional purpose in questioning. -Sometimes provides appropriate responses to students' comments.			-Uses a variety of questioning, including high and low level /process and product/ divergent and convergent questions according to the purpose and design of instruction. -Encourages students' engagement by providing appropriate responses to students' comments.
Comments:				

Practice and Feedback

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
-Fails to provide adequate practice and feedback and employs summative (final) assessment on first attempts.	-Usually provides adequate practice and useful feedback but sometimes gives students inadequate or excessive practice or insufficient or delayed feedback.			-Provides sufficient but not excessive practice and timely and informative feedback.
<u>Comments:</u>				

E. **Learning Environment** The practitioner uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning.

Engagement

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
-Learning environment too often fails to promote active engagement, and students are too often inattentive. -Interaction is not encouraged.	-Learning environment usually encourages engagement for most students, but inattention is sometimes a problem. -Interaction is limited.			-Learning environment encourages active engagement and positive social interaction. -Students are attentive and actively engaged in an interactive classroom.
<u>Comments:</u>				

Classroom Management

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
- Directions lack sufficient structure for students to carry out tasks independently. -Transitions too long or too noisy. -Does not appear to know school policies. -Classroom routines are either absent or ineffectively designed and maintained.	-Directions sometimes lack detail. -Sometimes neglects to cue behavior for transitions. -Is inconsistent in following school policies. -Not all classroom routines are effective or consistently maintained.			-Gives clear and sufficiently structured directions. -Creates smooth transitions. -Knows school policies and expectations and follows them. -Establishes effective classroom routines.
<u>Comments:</u>				

Managing Learning

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
-Does not use a variety of strategies for encouraging all students to participate. -Does not monitor student attention. -Pacing is consistently problematic and rigid.	-Relies primarily on volunteers. -Overlooks some inattention. -Pacing is improving with practice and teacher is learning to watch the clock and adjust lessons accordingly.			-Uses a variety of strategies to include all students. -Monitors student attention. -Pacing is appropriate and flexible.
<u>Comments:</u>				

Classroom Atmosphere

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<ul style="list-style-type: none"> -Is intimidated by students, and allows students to show disrespect to the teacher and other students. -Has not established an atmosphere of mutual respect or valuing diversity. -Uses authority outside of the classroom to resolve conflicts. -Fails to establish clear expectations. 	<ul style="list-style-type: none"> -Sometimes allows disrespectful or intolerant behavior to go unaddressed. -Has attempted to establish an atmosphere of mutual respect but some classroom procedures allow disrespect or intolerance to continue. -Does not always deal with conflicts within classroom context. -Sometimes is not clear about or is inconsistent in maintaining expectations. 			<ul style="list-style-type: none"> -Always addresses disrespectful or intolerant behavior toward the teacher or other students. -Establishes an atmosphere that respects and values differences of opinion or perspectives arising from the students' diverse backgrounds and needs. -Manages conflict within the context of the classroom. -Expectations are clearly established and consistently maintained.
Comments:				

F. **Communication** The practitioner uses knowledge of effective verbal, nonverbal, and media communication techniques, and other forms of symbolic representations, to foster active inquiry, collaboration, and supportive interaction in the classroom.

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<ul style="list-style-type: none"> -Language is consistently developmentally inappropriate and ineffective. -Needs to work on expression or rate or body language to communicate more effectively. -Forgets to use visuals or other media. -Does not expect students to listen to one another and does not model good listening skills. -Does not read the cultural climate sensitively and does not respect school culture. 	<ul style="list-style-type: none"> -Sometimes language (spoken or written) is developmentally inappropriate and ineffective. -Communicates well but needs a little more work on certain communication skills. -Could use visual or other media more often. -Does not always demonstrate through modeling and feedback that students should listen actively. -Sometimes does not read the cultural climate and occasionally disregards the school culture. 			<ul style="list-style-type: none"> -Uses language (spoken and written) that is developmentally appropriate and effective. -Uses good rate, expression, and gesture to communicate. -Uses visual and other media to enhance communication whenever possible. -Promotes active and careful listening in students through feedback and modeling. -Reads the cultural climate sensitively and respects the school culture.
Comments:				

G. **Assessment** The practitioner understands and uses formal and informal assessment strategies to evaluate the continuous intellectual, social and physical development of the learner.

Alignment with Goals and Objectives

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<ul style="list-style-type: none"> -Has not aligned assessment with goals or objectives. -Has not clarified expected performances or developed criteria for assessment prior to evaluation. 	<ul style="list-style-type: none"> -Has aligned most assessments with goals and objectives, but sometimes the connection is vague. -Has developed criteria for most assessments but sometimes criteria are vague or tenuous. 			<ul style="list-style-type: none"> -Has clearly aligned all assessments with goals and objectives. -Has developed clear criteria for assessments.
Comments:				

Communication of Expectations

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
-Does not communicate expectations to students and does not provide students with a means of improving performance. -Neglects to inform parents/guardians about students' performances.	-Does not always fully inform students about the performance or criteria or provide them with a means to improve performance -Sometimes neglects to inform parents/guardians of students' performances.			-Fully informs students about performance and criteria in order to help students improve their performance -Informs parents/guardians of students' performances.
Comments:				

Student Involvement

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
-Does not use self or peer assessment. -Does not use student input into the assessment process.	-Uses some type of self or peer assessment but fails to provide sufficient instruction to be effective. -Occasionally makes use of student input to design assessment.			-Teaches students to use self and peer assessment effectively. -Makes appropriate use of student input in designing assessments.
Comments:				

Variety of Assessment Strategies

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
-Relies primarily on one type of assessment and depends too much on either informal or formal assessment. -Does not use performance-based assessment. -Does not assess students' prior knowledge.	-Uses some variety of formal and informal assessment but over uses certain approaches. -Makes some effort to use performance-based assessment. -Sometimes does not consider students' prior knowledge when designing lessons or planning assessments.			-Uses multiple types of informal and formal assessment. -Assessment is performance based. -Assess students' prior knowledge in order to design appropriate lessons and subsequent assessments.
Comments:				

H. **Reflection and Professional Development** The practitioner continually evaluates the effects of his/her choices and actions on students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<ul style="list-style-type: none"> -Disregards other's reactions to the effects of his/her choices and actions. -Is disdainful of professional development activities. -Does not reflect on or evaluate practice to refine teaching and learning theories. 	<ul style="list-style-type: none"> -Sometimes is unaware of other's reactions in the new environment of a school compared to campus life. -Listens but does not seek opportunities for professional development. - Occasionally reflects on and evaluates practice to refine teaching and learning theories. 	<ul style="list-style-type: none"> -Effectively evaluates the effects of his/her choices and actions on all members of the learning community. -Actively seeks opportunities to grow professionally. -Consistently reflects on and systematically evaluates practice to refine teaching and learning theories. 		
Comments:				

Collaboration, Ethics, and Relationship The practitioner fosters relationships with parents, school colleagues, and organizations in the larger community to support students' learning and development.

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<ul style="list-style-type: none"> -Has some difficulty in interactions with school personnel and seems reluctant to establish collegial relationships. -Does not seek out others in the community to help students. -Does not keep accurate attendance or grade records. -Does not maintain students' privacy. -Is unprofessional in relationships with students and colleagues. 	<ul style="list-style-type: none"> -Establishes good relationships with all school personnel who reach out to them. -Sometimes seeks out others to make use of the resources they have to offer. -Is not always diligent about maintaining accurate attendance and grade records. -Sometimes does not maintain student privacy. -Is sometimes too informal in relationships with students and colleagues. 	<ul style="list-style-type: none"> -Establishes respectful collaborative relationships with colleagues, parents, and members of the larger school community. -Seeks out others in the community in order to promote optimum student learning and development. -Keeps accurate attendance and grade records. -Maintains students' privacy. -Is professional in relationships with students and colleagues. 		
Comments:				

I. **Technology** The practitioner uses appropriate technology in the planning, delivery and assessment of instruction, and for communication.

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<ul style="list-style-type: none"> -Tries to avoid use of technology or multi-media to enhance instruction. -Has significant problems providing effective technology instruction. 	<ul style="list-style-type: none"> -Makes some use of technology in his/her instruction. -Sometimes plans technology instruction that is not meaningful. Struggles to give clear directions, anticipate problems and manage classroom activities involving technology. 	<ul style="list-style-type: none"> -Actively uses appropriate technology to enhance instruction in his/her subject area. -Provides effective instruction to teach students to make meaningful use of technology. 		
Comments:				

Overall Comments: